



Disability Access Services

Oregon State University, A200 Kerr Administration, Corvallis, Oregon 97331-2133

T 541-737-4098 | F 541-737-7354 | <http://ds.oregonstate.edu>

Disability.Services@oregonstate.edu

Name (Print): _____ Date: _____

Date of Birth: _____ OSU Student ID: _____

The above named student has requested accommodations for a disability at Oregon State University (OSU). Disability Access Services (DAS) is attempting to determine whether this student has a condition or combination of conditions that constitute a disability, and whether the disability causes limitations for which the student needs reasonable accommodation(s).

Documentation assists DAS in understanding how the disability impacts the student in an academic setting and the current impact as it relates to the accommodations requested. There are multiple types of disability documentation, however, a doctor’s prescription pad note or a school plan such as an IEP or 504 Plan may not be sufficient documentation in and of itself but can be included as part of a more comprehensive evaluative report.

Documentation and all relevant information must be completed or provided by an appropriate qualified professional such as a treating or diagnosing health or mental health professional. Documentation completed by a family member is not acceptable. For psychological disabilities, evaluation and documentation should be within the last six months unless the condition is one that does not change over time. All documentation will be evaluated on a case-by-case basis.

Examples of acceptable documentation:

1. A full detailed evaluation or diagnostic report of the condition and impact or limitations caused as a result of the condition(s).
2. For LD or ADD or ADHD diagnosis (assessments normed for adults are required). Please see Specific Learning Disabilities (LDs) and ADD/ ADHD Guidelines.
3. A letter from a health or mental health professional on letterhead with the date, signature and credentials of the professional that addresses the questions listed in the DAS Documentation Information Form.
4. A completed DAS Documentation Information Form.

Supporting documentation may include a report of prior accommodations from other schools (Individualized Education Plan (IEP), 504 Plan, or documentation that illustrates past use of post-secondary accommodations).

The documentation review team may deem it necessary to request additional documentation and/or information from the qualified professional in order to determine appropriate accommodations.

FOR HOUSING DISABILITY RELATED ACCOMMODATIONS PLEASE FILL OUT THE DAS HOUSING ACCOMMODATION FORM

DOCUMENTATION INFORMATION FORM

1. What is the diagnosis or conditions that impact the student’s physical and/or cognitive function? You must state the specific diagnosis, terms such as “suggest” or “is indicative of” are not acceptable.

2. What is the evidence supporting the diagnosis(es)? Please provide a copy of any test results supporting the diagnosis(es) (i.e. audiogram/vision report, psycho-educational evaluation, etc.) or other information used to reach the diagnosis.

3. How long has the student experienced this condition?

4. What is the expected duration of the condition(s)?

5. What specific physical and/or cognitive functioning is impacted or limited by the condition(s)? And what is the severity of that impact (mild/moderate/severe) please explain.

Specific Learning Disabilities' (LDs) Guidelines

A comprehensive psycho-educational assessment from a psychologist or learning disabilities specialist that includes the following:

- A clear statement of the specific learning disability with the DSM-V diagnosis.
- A test used to measure intellectual ability, including scores and subtest scores
Acceptable IQ tests: Kaufman Adolescent and Adult Intelligence Test, Stanford Binet 4th Edition, Wechsler Adult Intelligence Scale – IV (WAIS-IV), Woodcock-Johnson III General Intellectual Ability (GIA).
Not acceptable: Kaufman Brief Intelligence Test (KBIT), Slosson Intelligence Test, Wechsler Abbreviated Scale of Intelligence (WASI), Wechsler Intelligence Scale for Children – III (WISC-III).
- A test used to measure academic achievement, including scores and subtest scores.
Acceptable achievement tests: Nelson-Denny Reading Test, Scholastic Abilities Test for Adults (SATA), Wechsler Individual Achievement Test – II (WIAT-II), Woodcock-Johnson III Tests of Achievement, Woodcock Reading Mastery Tests – Revised.
Not acceptable: Wide Range Achievement Test – 4 (WRAT-4).
- A test used to measure processing ability, including scores and subtest scores.
Acceptable processing tests: Detroit Tests of Learning Aptitude – Adult, Woodcock-Johnson III Tests of Cognitive Abilities
- Profile of academic strengths and weaknesses and how these relate to the academic limitation(s).
- Clinical summary.

NOTE: All of these tests must be based on adult norms.

ADD/ ADHD Guidelines

A comprehensive assessment from a qualified professional might include some of the following scales/checklists:

- Clinical Assessment of Attention Deficit Adult (CAT-A)
- Adult ADHD Self-Report Scale (ASRS v1.1)
- Barkley Home and School Situations Questionnaires and Barkley Adult ADHD Rating Scale-IV (BAARS-IV)
- Wender Utah Rating Scale – (for adults)
- PEDS: Parents' Evaluation of Developmental Status
- Vanderbilt Assessment Scales
- AHRQ Technical Review: Diagnosis of AD/HD
- Conners Rating Scales